

Bob Bacon and David Mank- Response Discussion

- 1) What stands out to you about Bob and David's session?
- 2) What do you think you can do with what you heard?
- 3) Any additional questions or feedback for Bob and David.

Not about the project but about change.

GROUP ONE

What stands out to you about the session?

- Bob's project to id the barriers to community living. This project's activity facilitates full citizenship.
- David - it's not about the project, it's about the change
- Grants are ways of financing change
- Organization structures of 7 centers helps to leverages funding and workflow
- Support to self-advocates
- Get the business staff in place as a strong resource to the project staff

What do you think you can do with what you heard?

- Make Self-advocates more a part of the UCEDD
- Help the center become a useful resource to state DD systems and legislator
- Move forward with leadership challenge by contacting Bob Bacon about the Barriers to Community Living project.
- Instead of being reactive to money, be proactive to values.

Any additional questions

- How do you encourage diversity in your center?
- How do you communicate within your centers? How do they stay informed? How do you spend time with the staff?
- How do you stay informed on current developments in the field? What listserves? What journals?

GROUP TWO

- 1) Dedication to their staff
 - a. Promoting through state relationships to help state get it right.
- 2) Focused on their work to support their partners – vs. focus on just research, etc., publishing

- 3) Focus on relationships
- 4) Commitment to their values (turn down \$ as an example.)
- 5) Do whatever it takes to determine “how much is too much? That a person can do. Personally committed – commitments lead to making that next grant materialize vs. the job security of years – it is a positive motivating factor
- 6) Pay attention to what’s happening in the field-flexible but remaining true to the values of organization.
- 7) Dine and deal –developing the relationships
- 8) Leadership is working with people – taking the time to talk to the people in your office – dedicated to talking with staff.
- 9) How are people influential from the bottom up? How do you do this?
- 10) Stands out
 - a. UCEDD can contribute to solutions of state problems
 - b. State meetings are beginnings of relationships
 - c. Never about project but changing the system
 - d. Core grant funds to build good business infrastructure
 - e. CAN DO – University Plan, College plan – UCEDD plan how do we determine what we need to do?
- 11) Effective dialogue between projects looking for synergy instead of sharing
- 12) More unity within UCEDD – projects see themselves as part of the UCEDD. Historical information about UCEDD.

GROUP 3

- 1) Each center is so different. Directors must have different skills. Some are more politicians, others are more into research, for example.
 - a. But it was nice to know we have commonalities.
- 2) Hearing the reasons why we build relationships and network was helpful.
- 3) How different UCEDDs use core budgets?
- 4) We will use the rule “It can never be about the project. It has to be about the change.”
- 5) Having this information will aid in conversations with our directors when we get back to our centers.
- 6) I will stop eating lunch at my desk. Will use that as networking time.
- 7) Given a small core grant, how do you balance your work?
 - a. What if an outside grant is bigger than the core?
- 8) Are any center directors on hard money?
- 9) How do you make the UCEDD valuable to the university?
- 10) How do you handle “match” in budgets?
- 11) How do you keep people motivated when soft money ebbs and flows?
- 12) How do you help the next generation build those important relationships?

Group 4

- 1) Need to be recognized as being part of a UCEDD, not just a project or program representative.
- 2) Let's not confuse activity with accomplishment.
- 3) It is about change, not the project. A UCEDD's funds are a vehicle for change.
- 4) UCEDD can/should be engaged in shared leadership with agencies and advocacy groups.
- 5) Responsibility to publish – Make findings public.
- 6) To Do
 - a. Encourage topical/issue discussion in program meetings
 - b. Better representation of UCEDD in meetings and in our own minds.